

# Welcome Back!

## Day 2

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### Announcements

- Exits
- Smoking
- Cell Phones
- Absences

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### Today's Assignment

- Your Learning Style Profile
  - Where do we all stack up?
- Chapter 4 – Learning Styles and Theories
- Chapter 5 – Age Group Characteristics
- Chapter 4 – Educational Methods/Strategies and Classroom Management
- Chapter 14 – Five Step Process – Pages 252-261

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**Chapter 4:**  
**Learning Styles and Theories,**  
**Teaching Methods, and**  
**Strategies**  
**Pages 82-106**



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**Objectives** (1 of 5)

- Explain the reasons fire and life safety educators benefit from a basic understanding of learning styles and types of learning when preparing to address an audience. (pp. 82–84)
- Differentiate between active and passive learning (NFPA 4.1.1). (p. 83)
- Identify the three domains of learning (NFPA 4.1.1). (p. 84)

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**Objectives** (2 of 5)

- List the three basic learning styles and describe the characteristics of each (NFPA 4.1.1). (pp. 84–85)
- Discuss several learning preferences and types of teaching strategies to accommodate the needs of each preference (NFPA 4.1.1). (pp. 84–87)
- Identify Dr. Howard Gardner’s eight intelligences and how each one influences learning. (pp. 85–86)

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## Objectives (3 of 5)

- Summarize several conditions that may affect student and audience learning and discuss how educators can maximize teaching in these circumstances (NFPA 4.1.1, 4.4.3, 4.4.4). (pp. 86–88)
- Describe the tasks involved in teaching. (pp. 87–92)
- Compare teaching as a fire and life safety educator with teaching as a classroom teacher. (pp. 87–88)

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## Objectives (4 of 5)

- List various types of teaching methodologies and summarize the advantages and disadvantages of each. (pp. 92–100)
- Discuss components of a teaching session that ensures more effective teaching and learning (NFPA 4.4.3, 4.4.4). (pp. 88–90)
- Identify several teaching strategies that are effective for specific age groups, classroom settings, and instructional objectives (NFPA 4.4.3, 4.4.4). (pp. 92–100)

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## Objectives (5 of 5)

- Define teaching strategies such as *wait time*, *teachable moment*, and *anticipatory set* and how they positively affect a teaching situation. (pp. 89, 91)
- Summarize a list of teaching tips and practices and how they can be used by fire and life safety educators to improve teaching techniques (NFPA 4.4.3, 4.4.4). (pp. 103–105)
- Identify classroom management skills that help control the learning environment by getting participants on task and maximizing learning for all attendees. (pp. 100–101)

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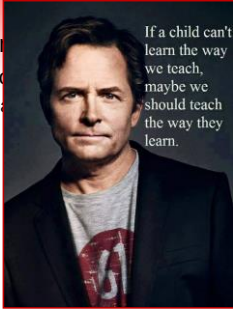
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**Introduction**

- Good teaching and learning
  - Considers learner characteristics
    - Before planning and preparing
- Individuals learn:
  - In different ways
  - At different levels
  - At different rates
  - For different reasons



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**What is Learning?**

“A change in behavior that occurs as the result of acquiring and activating new information”

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**Active and Passive Learning**

- Passive learning: Requires little involvement on the part of the students
  - Simply receive information by listening, watching, or reading.
  - Limited knowledge retention
  - Most common type due to several constraints
  - Best when combined with active methods

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## Active and Passive Learning

- Active learning: Anything more than passive learning
  - Requires participation
  - Includes:
    - Reading and writing
    - Discussing and solving problems
    - Engaging in higher level thinking
    - Physical engagement

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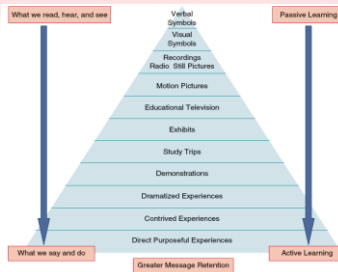
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## Edgar Dale's Cone of Experience

- Adjusting teaching methods and student activities, so that learning moves from passive to more active; the level of retention for learners is enhanced.



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## The Three Domains of Learning

- Cognitive domain (mental skills and knowledge)
- Affective domain (feeling or emotion areas and attitudes)
- Psychomotor domain (manual or physical skills)
- Bloom's taxonomy continues to be one of the most easily understood and most widely applied in education today.

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## Domains of Learning



Cognitive



Psychomotor

Affective



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## Learning through the Senses: Three Learning Styles

- Learning styles are preferred ways of learning – most have an innate preference for one:
  - Auditory learning – listening (lectures)
  - Visual learning – seeing (graphic representations)
  - Tactile and kinesthetic learning (touching, doing – role play)
    - Drawback – need the other two first!
- All the learning styles need to be accommodated when possible by differentiating instruction.

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## Learning Styles

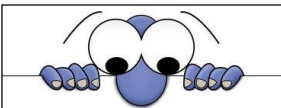


Auditory

Tactile/Kinesthetic



Visual



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## Kevin Mixon's Teaching Sequence accounts for all three learner types

TABLE 2-1 Mixon's Teaching Sequence

1. **Hear it:** Introduce and engage auditory learners through verbal instruction, class discussion, questioning techniques, or storytelling.
2. **See it:** Get the visual learners on board through pictures, graphs, drawings, graphic organizers, or movies or DVDs.
3. **Show it:** Engage both auditory and visual learners by introducing a demonstration along with narration and critical thinking questions.
4. **Do it:** Enrich the experience for tactile or kinesthetic learners to benefit as audience participants practice the skill through bodily movements, writing, participating in demonstrations, role playing, and hands-on activities.

*Adapted from Three Learning Styles ... Four Steps to Reach Them, Kevin Mixon, Teaching Music; Feb 2004, Vol. 11 Issue 4, pp. 48-52.*

TABLE 2-1 Mixon's Teaching Sequence

Page 85

**"I do it". We do it. You do it."**

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## Other Types of Learning

- Many more learning theories exist
  - Examples:
    - Linear, sequential order
    - Global, bigger chunks
- **Authentic learning – This is what we want!**
  - Meaningful constructs
  - Students must be engaged
  - Centers around real-life scenarios
  - Will produce students who form direct connections and take the information to the world beyond the classroom

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### What Learning Styles and Domains Mean for Educators (Page 86)

- Points to be considered while working with the public:
  - Identification – learner/speaker connection
  - Relevance – meaningful concepts
  - Readiness to learn – cognitive functioning
  - Climate – social or emotional status
  - Motivation to learn – **we must create the need**
    - The greater the motivation, the more retained
  - After a fire – timing of presentations
  - Physical conditions - comfort
  - Examples, analogies, and metaphors – help retention

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### What Learning Styles and Domains Mean for Educators (Page 86)

- Points to be considered while working with the public (cont'd):
  - The Melting Pot – **The Changing American Family**
    - Diverse cultural backgrounds
    - Preconceived attitudes and opinions
    - Life experiences
    - Physical and cognitive levels

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### What Is Teaching?

- Effective teaching relies on oral, interpersonal, social, organizational, counseling, and improvisational skills.
- A teacher is a facilitator of learning, believing in learners and enabling learners to reach their full potential.
- **In FLSE learning means a change in behavior**

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### What Teaching Means for Life Safety Educators

- The groups facing life safety educators exhibit diversity at many levels.
- Basic information about educational methodologies helps in accommodating these differences and making the teaching experience more effective and enjoyable.

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### How Is Teaching Different for Fire and Life Safety Educators?

- Classroom teachers:
  - Can get to know every student
- Fire and life safety educators:
  - Do not have that edge
    - Audiences are still diverse
- Foundation of educational methodologies
  - Helps accommodate for differences
  - Helps teach more effectively

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### Life Safety Educators' Advantages

- The general public views the fire service in a positive light. Regarded as experts.
- At a local school the guest speaker can be a welcome change.
- Real-life experiences are presented by someone who actually works in the profession.
- Have access to many resources.

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## Incentive for Home Escape Plan Participation

- [Ride to School 2018](#)

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## The Foundation of an Effective Teaching Session (1 of 4)

- All successful teaching follows some preplanned sequence of steps.
- Well-organized lessons enable students to focus on key ideas and concentrate on relevance to their own lives.
- Random approaches confuse students and prevent the important progression of one idea to another.

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## The Foundation of an Effective Teaching Session (2 of 4)

**Hunter model**  
One of the most widely accepted and easily understood teaching models, which can be used for all age groups

**TABLE 4-3 Teaching to an Objective: "The Madeline Hunter Model"**

1. Define the Teaching Objectives
2. Standards and Expectations
3. Anticipatory Set/Hook
4. Teaching
  - a. Input
  - b. Modeling/Demonstration
  - c. Direction Giving
  - d. Check for Understanding
5. Guided Practice/Monitoring
6. Closure
7. Independent Practice

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### The Foundation of an Effective Teaching Session (3 of 4)

- All lesson plans are designed to fit a particular timeframe.
- Visuals and props: very effective but are meant only to support a message.
- Recommendations:
  - Believe that everyone will contribute in some way during the session.
  - Leave distractions or frustrations out of the classroom.
  - Avoid downplaying the material or devaluing the mission of the lesson.

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### The Foundation of an Effective Teaching Session (4 of 4)

- Other teaching tips:
  - Have a backup plan.
  - Build time into the schedule for questions and answers.
  - Set the stage for questions. **Open and Closed!**
  - Build in success for students.
  - Understand the system in which you are presenting.
- The last—but very important—step: reflection.

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### Four-Step Method of Instruction

- Preparation
- Presentation
- Application
- Evaluation

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## Teaching Methods and Strategies

- Teaching strategy depends on factors like:
  - Time available
  - Number of students
  - Objectives of the lesson
  - Type of information to be presented
  - Availability of materials and resources
- It should fit both the instructor's teaching style and the lesson situation.

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## Lectures

- Advantages:
  - Facilitate delivery of a large amount of information in a short amount of time.
  - Can be repeated for each new group.
- Disadvantages:
  - Learners get bored or distracted.
  - Learning is difficult to gauge.
- Tip:
  - Instructors could provide examples, anecdotes, and visual aids as support material.

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## Lectures with Discussion

- Advantage:
  - Allow for more active learning.
- Disadvantages:
  - Can be difficult to control.
  - Questions may take the group off the task.
  - Some participants may tend to dominate.
- Tips:
  - Have backup questions or material planned to fill time.
  - Be prepared to answer any difficult questions.
  - Hand out cards and pens for participants to jot down notes or questions.

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## Panels of Experts

- Advantages:
  - Provoke a better discussion.
  - Change of speaker helps keep the audience's attention.
- Disadvantages:
  - Difficult to coordinate schedules.
  - Subject matter may not always be in a logical order.
- Tip:
  - Allow enough planning time.

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## Discussion

- Advantages:
  - Useful when trying to engage the affective domain.
  - Effective in combination with or after a demonstration.
  - **Allows for audience participation.**
- Disadvantages:
  - **Not recommended for groups larger than 20.**
  - In smaller groups, participants may withdraw.
  - **Group members may dominate discussions.**
- Tip:
  - Facilitator's role is crucial in making it effective.

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## Small Discussion Groups

- Advantages:
  - More engagement and interaction.
  - Facilitate active learning.
  - Guided discovery results in heightened level of problem solving and creativity.
- Disadvantage:
  - Tendency to get sidetracked and run out of time.
- Tips: Facilitator should:
  - Assign roles to participants to ensure participation and engagement.
  - Keep the groups focused on the task.

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## Demonstrations

- Advantages:
  - Enable transmitting the big picture in a short period.
  - Effective when teaching through a verbal description alone is difficult.
- Disadvantage:
  - Take more preparation and usually need to be supported by audiovisual materials or other equipment.
- Tips:
  - Ensure all students are in a position where they can see and hear.
  - **Demonstrations should not exceed 20 minutes.**



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## Questioning

- Advantages:
  - Learner becomes more actively involved and begins to think at a higher level.
  - Allows a teacher to evaluate the learners' level of understanding.
- Disadvantages:
  - Poorly crafted questions limit success.
  - Will take more time than a straight lecture.
- Tip:
  - Ask challenging, open, uncluttered questions.

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## Questioning

Type of Question	Purpose and Strength
Factual	Soliciting simple, straightforward answers based on facts, observation, or awareness. Answers are usually right or wrong. Example: How often should smoke alarms be tested?
Convergent	Looking for answers that fall within a very finite range of acceptable accuracy. The student can make some inferences based on personal awareness or other forms of information. Uses organizing, planning, sequencing, and structuring skills. Example: If you were home alone with a parent who was seriously injured after a fall, how would you handle the situation? What would you do first?
Divergent	Requiring students to explore different scenarios and create many different variations and alternatives and scenarios based on existing knowledge as a springboard. Students may arrive at answers through intuition, imagination, inference, projection, or conjecture. There may not be a right or wrong answer. Higher level cognitive thinking is necessary than for factual or convergent questions. Divergent questioning lends itself to better discussions and engagement. Hypothetical questions provide interesting discussions. May become essential questions for a lesson. Example: The number of fires in the southwest area of the city has increased even though firefighters have increased their efforts to educate the public. Why do you think the outreach efforts are not working?
Evaluative	Asking for more sophisticated levels of cognitive or emotional judgment. Students compare multiple topics or effective thinking processes or comparative perspectives to synthesize information for conclusions. Example: What are the similarities and differences between the education programs offered to the community last fiscal year and those offered this year?
Contrast	A blend of any of the types of questions above. Example: If you were asked to prepare a list of objectives for a sixth grade class about fire safety, what five messages would you consider, in order of importance, and why?

TABLE – Questioning Techniques - 95 Copyright © 2018 by Jones & Bartlett Learning, LLC, an Ascend Learning Company  
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## Teaching Methods and Strategies (cont'd.)

- Role play
- Peer and cross-age tutoring
- Storytelling
- Brainstorming
- Multimedia tools
- Hands-on experiential learning
- Characterization - Skits, clowns, puppets, magic, and props
- Fairs, open houses, and community events



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## Role Playing

- Advantages:
  - Provides for more active learning than direct teaching methods.
  - Effective with very young children.
- Disadvantages:
  - Difficult to use in large groups.
  - Not recommended in middle school settings.
- Tip:
  - Define the problem situation and roles clearly, give clear instructions, watch the time, and plan for correcting incorrect responses as they occur.

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## Peer and Cross-Age Tutoring

- Advantages:
  - Students feel freer to express opinions, ask questions, and risk untested solutions.
  - Benefits both the tutor and the tutee.
- Disadvantages:
  - Takes additional planning, a supportive environment, and follow-up to provide feedback.
  - Difficult to use when you have only one opportunity to meet with a group of students.
- Tip:
  - Can make use of this teaching method as a follow-up activity.

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## Storytelling

- **Advantage:**
  - Effective in reeling in the audience to the world of the speaker.
- **Disadvantage:**
  - If the story is too long or irrelevant or if the stories are overused, this method will fail.
- **Tip:**
  - The storyteller must ensure the tale is relevant to the lesson content and interesting to the audience.

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## Brainstorming

- **Advantages:**
  - Draws on the entire group's knowledge and experience.
  - Learning is student-centered.
- **Disadvantages:**
  - Some participants may have difficulty getting "off the ground."
  - The activity can easily become unfocused and chaotic.
- **Tip:**
  - Instructors need to prepare guidelines and objectives and make them clear to the participants.

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## Multimedia Tools

- **Advantage:**
  - Help keep a group's attention, stimulate discussion, and appeal to all learning styles.
- **Disadvantage:**
  - Support materials should not be too out of date.
- **Tips:**
  - Instructors need to prepare an accurate and interesting introduction and follow up with a discussion or activity.
  - Use an anticipatory set.

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## Experiential Learning

- Advantages:
  - The best method for message retention and comprehension.
  - Allows the instructors to provide immediate positive reinforcement.
- Disadvantage:
  - Planning and executing information delivery takes more time, materials, and a variety of facilities.
- Tips: Ensure:
  - A connection to the learning objectives.
  - Age appropriateness.
  - Simple and clear directions.



Courtesy of Marsha Giesler.

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## Puppets, Magic, and Props

- Advantage:
  - People are receptive, relaxed, and ready to learn.
- Disadvantages:
  - Shows take a lot of work and planning.
  - A very time-consuming process on the day of the event.
- Tips:
  - Educators must remember that the primary responsibility is to educate the audience.
  - Advisable to attend classes and learn the basics of puppetry or magic before spending time and money on props and materials.

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## Fairs, Open Houses, and Community Events

- Advantage:
  - Provide opportunities for the public to learn in an enjoyable, interactive, and hands-on atmosphere.
- Tip:
  - Educators are encouraged to include some form of an evaluation tool to ensure that learning is taking place.

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## Classroom Management

- The first step is good planning and prevention.
- Material presented should match the level of student abilities.
- Arrive early and begin on time.
- **Set clear and specific expectations at the beginning of a session.**
- Difficult behaviors that threaten to disrupt learning have to be dealt with using special strategies.

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## Classroom Management

- Difficult aspect of a teacher’s job (page 100)
- Effective classroom management:
  - Requires good planning and prevention
    - Material matches abilities
    - Keep lessons moving
    - Overly engaged students
    - **Engage students**
    - Appropriate room arrangement

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## Classroom Management (cont’d.)

- Strategies for difficult behaviors
  - Move towards disruptive students
  - Stand, whisper, and speak slowly
  - Circulate among participants
  - Refocus by restating relevant points
  - Pause and wait for students to quiet down
  - Remain calm and keep your temper in check
  - Raise your hand if....
  - Model the answers you want

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## Learning Activities

- Puzzles, games, charts, graphs, surveys, and checklists
  - **Best used with other methods**
  - Reinforce and clarify messages
  - Allow people to think for themselves
  - Provide accountability
  - Best when introduced during instruction

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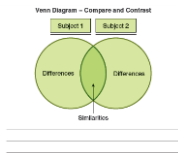
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## Learning Activities (1 of 2)

- Graphic organizers
  - Using symbols, grids, arrows, and other nonlinguistic representations to organize relationships



Data from Merriam, 2001.

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## Learning Activities (2 of 2)

- Sum-up writing
  - Short paragraphs or fill-in-the-blanks that capture the main ideas of a presentation
- Games, surveys, and checklists
  - Used primarily to reinforce and clarify the message obtained through other avenues

**Presentation Sum-Up**

1. The most useful information I learned today: \_\_\_\_\_
2. The least useful information I learned today: \_\_\_\_\_
3. A behavior I will probably change because of what I learned today: \_\_\_\_\_
4. I still have questions about: \_\_\_\_\_
5. I disagreed with: \_\_\_\_\_
6. I am interested in knowing more about: \_\_\_\_\_

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### Ideas to Enhance Teaching and Learning

- Safety mailbox
- Laminated flip-chart paper
- Prizes
- Games
- Packaging

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### Summary (1 of 3)

- Education is a reciprocal process. The process of learning is most important, yet the learner is often the forgotten component in the equation.
- Traditional teaching methods will still be necessary, but understanding your learners will make the planning process easier and the actual lesson more enjoyable for both the learners and the instructor.

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### Summary (2 of 3)

- Although ample evidence supports a preference for active learning for better attention and retention, it should be noted that everyone is an active learner at some times and a passive learner at other times.
- Members of the fire service and those speaking on their behalf are usually welcome visitors.

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## Summary (3 of 3)

- Hands-on, experiential learning is one of the most dynamic ways to deliver information. Whenever it is possible and practicable to use this method, instructors should try to make it part of their presentations and lesson planning.

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